COLCHESTER PUBLIC SCHOOLS

INSTRUCTION - SERIES 6000

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COLCHESTER PUBLIC SCHOOLS

INSTRUCTION - SERIES 6000

			Number	Policy or Regulation
G.	Individual Services & Diagnostic Counseling			
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	(4)	Individuals with Disabilities Education Act Compliance.	6171	P
	(5)	Homebound Instruction	6173	P

Instruction

Released Time

Students are to be excused from school upon written request from parent or guardian for any major religious holidays. Students will be given the right to make up tests and will not be deprived of any awards.

Principals and teachers shall continually emphasize that students should not be taken out of school unless absolutely necessary. Students' and parents' as well as teachers' and administrators' appointments can often be made after school or on Saturday. The idea that a student should attend school must become an imperative in his/her mind.

Requests for student absences for dental and medical services should be made by advanced notification.

(cf. 5113 - Attendance and Excuses)

Policy adopted: May 20, 2003

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Instruction

Emergencies and Disaster Preparedness

Pandemic/Epidemic Emergencies

The Board recognizes that a pandemic/epidemic outbreak is a serious threat that stands to affect students, staff, and the community as a whole. The Board establishes this policy in the event the town and/or school district is affected by a pandemic/epidemic outbreak. At all times the health, safety and welfare of the students shall be the first priority.

Planning and Coordination

The Superintendent shall designate an action team to serve as a liaison between the school district and local and state health officials. This team is responsible for connecting with health officials to identify local hazards, determine what crisis plans exist in the school district and community; and to establish procedures to account for student well-being and safety during such a crisis. The team shall work with local health officials to coordinate their pandemic/epidemic plans with that of the school district.

The Principal and/or school nurse shall ensure that the curriculum component to teach students about preventing or limiting the spread of communicable diseases is presented at the appropriate time in the school year.

With fiscal concerns in mind, the District shall purchase and store supplies necessary for an epidemic/pandemic outbreak, including but not limited to disinfectant products, face masks, water, examination gloves, and other supplies as recommended by the school nurse and/or the Town Public Health Director.

Response

In the event anyone within the school is discovered or suspected to have a communicable disease that may result in an epidemic/pandemic, that person shall wait for transportation home in a supervised area separate from the general population.

In conjunction with local and state health and education officials, the Superintendent shall determine whether to close school. As soon as such a decision has been made, the school district will notify the parent/guardian of all students using standard emergency school closing procedures.

In the event of an emergency closing, the Superintendent is charged with determining when the school shall re-open.

Instruction

Emergencies and Disaster Preparedness

Infection Control

Any student or staff member with a communicable disease that bears risk of pandemic/epidemic will be allowed to return to school when free of symptoms for the amount of time that meets state and federal recommended guidelines, and is therefore no longer contagious. When a school nurse has concerns about an individual's medical status, he or she may require medical clearance provided by that individual's physician indicating that that person does not bear the risk of transmitting a communicable disease.

In accordance with the Board's Attendance Policy #5113, student absences are excused when a child does not attend school due to illness and the responsibility for completion of missed classwork lies with the student. High School students who exceed maximum absence limits as defined in Attendance Regulations have the right to appeal loss of credit through a hearing process. Efforts will be made by the staff to determine what, if any, school work the student can complete while absent.

Staff members who are forced to miss excessive days of work shall use any leave entitled to them through the Family and Medical Leave Act and/or accrued sick leave.

Continuance of Education

The Superintendent or designee shall develop a plan to promote off-site learning for students in the event of prolonged school closings and/or extended absences.

The Superintendent is authorized to recommend to the Board of Education an amendment to the traditional class schedule and schedule of days beyond the previously established end of school year, within applicable statutory requirements.

(cf. 5141.22 – Communicable/Infectious Diseases)
(cf. 5141.6 – Crisis Management Plan)
(cf. 6114 – Emergencies and Disaster Preparedness)
(cf. 6114.6 – Emergency Closings)

Legal Reference: Connecticut General Statutes

10-154a Professional communications between teacher or nurse and student.
10-207 Duties of medical advisors.
10-209 Records not to be public.
10-210 Notice of disease to be given parent or guardian.
10-221 Boards of education to prescribe rules.
19a-221 Quarantine of certain persons.

Instruction

Emergencies and Disaster Preparedness

Legal Reference (continued)

52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.
The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

Policy adopted: December 8, 2009

Colchester Public Schools
Colchester, Connecticut

Instruction

Ceremonies and Observances

Silent Meditation

The school day shall start with a minute of silent meditation. Teachers and students not participating will be expected to observe the courtesy of not disturbing others.

The Board further directs that an opportunity to say the Pledge of Allegiance shall be provided each school day. Participation in the recitation of the Pledge is voluntary.

The teacher will make the announcement in each classroom. Those students and teachers who do not participate may continue with their regular activities in a manner that does not disturb those who wish to observe the minute of silent meditation.

Legal Reference: Connecticut General Statutes

10-16a Silent meditation.

PA 02-119, An Act Concerning Bullying Behavior in Schools and Concerning the Pledge of Allegiance

Policy adopted: December 10, 2002

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Series 6000
INSTRUCTION
6121

NONDISCRIMINATION IN THE INSTRUCTIONAL PROGRAM POLICY

This school system pledges to avoid discriminatory actions and seeks to foster good human and educational relations which will help to attain:

1. equal rights and opportunities for students and staff members in the school community.
2. equal opportunity for all students to participate in the total school program of the schools.
3. continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
4. training opportunities for improving staff ability and responsiveness to educational and social needs.
5. opportunities in educational programs which are broadly available to all students.
6. an appropriate learning environment for students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources among district schools and (3) a safe school setting.

Each student, at the time s/he becomes eligible for participation, will be advised of his/her right to an equal opportunity to participate in school programs without discrimination of any kind.

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools.

10-15c Discrimination in public school prohibited.

10-18a Contents of textbooks and other general instructional materials.

10-226a Pupils of racial minorities.

10-145a(b) Certificates of qualification for teachers; Intergroup relations programs.

10-220 Duties of boards of education,

Title IX of the Education Amendments of 1972, 20 U.S.C., 1681 et seq. Section 504, U.S. Rehabilitation Act, 1973, 29 U.S.C. 791

Policy adopted: December 10, 2002

NSC

Instruction

Recognition of Religious Holidays

In accordance with the mandate of the Constitution of the United States prohibiting the establishment of religion, it is the policy of this Board that the Colchester Public Schools shall, at all times and in all ways, be neutral in matters of religion. This means that the Colchester Public Schools:

- shall assume no role or responsibility for the religious training of any student; and
- shall in no way become involved in the religious belief, disbelief or doubt of any student.

This requirement of neutrality need not preclude nor hinder the Colchester Public Schools in fulfilling its responsibility to educate students to be tolerant of and respectful of religious diversity. This responsibility is part of the larger expectation this Board has for its schools; namely, that they foster in all students respect for the diversity of other peoples and societies.

Implementation of Board Policy

When a student is absent from school to observe a religious holiday, such absence shall be excused; when school is in session on a major religious holiday that affects a significant number of students and staff, no major examination, major assignments or new areas of study shall be introduced.

Instruction

Recognition of Religious Holidays

The Colchester Board of Education shall, at all times in all ways, be neutral in matters of religion. This requirement of neutrality need not preclude nor hinder the Colchester Public Schools in fulfilling its responsibility to educate students to be tolerant of and respectful of religious diversity. This responsibility is part of the larger expectation this Board has for its schools; namely, that they foster all students' respect for the diversity of other peoples and societies.

The following administrative regulation set forth the procedures to be implemented by administration in implementing the Board of Education policy Recognition of Religious Holidays. It shall be the responsibility of the Superintendent of Schools to implement the appropriate procedures and practices within the school district.

1. The district Calendar Committee, which meets in the winter of the previous school year, will review the list and schedule of major religious holidays for consideration when developing the school calendar.

2. During August of each school year, the Superintendent of Schools will send a list of major religious holidays to the principals of each school. The list of holidays, school calendar, and policy is to be reviewed with instructional staff at faculty meetings in the fall of leach year.

3. School principals will be responsible for issuing this list of holidays to their instructional staff. A copy of the Board of Education policy shall be attached to the list of dates. Specifically, the following activities will not be scheduled on the designated religious holidays:

    - Test/examinations/quizzes

    - The assignment of major class projects

    - The introduction of a new unit of study

    - Field trips, school-wide assemblies, concerts, athletic competitions, parent activities, including open house, orientations, parent/teacher conferences, workshops

      Any sporting event which conflicts with a major religious holiday will be rescheduled when possible.

      In addition, students who are absent from school to observe a religious holiday will be afforded the opportunity to make-up any missed class work and/or homework assignments within five (5) days of the absence.

4. The Board of Education policy and administrative regulation on religious holidays are to be included in the staff handbook of each school.

Instruction

Recognition of Religious Holidays (continued)

5. Principals will also publish the dates of important religious holidays in their weekly and/or daily newsletters to staff.

6. Student Handbooks should include a summary of the policy and the fact that absences due to the observance of major religious holidays will be recorded as excused absences. In order for the absence to be excused, a parent must call or submit a written note to the office, indicating that the student's absence was due to the observance of a major religious holiday.

7. Principals will inform the office personnel responsible for student attendance of the policy and ensure that absences due to religious holidays are recorded as excused absences.

Regulation adopted: February 9, 1999
Regulation revised: March 12, 2013

Colchester Public Schools
Colchester, CT

Instruction

Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.

2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.

3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.

4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.

5. Provide parents/guardians an opportunity for meaningful participation in the program.

Migrant Education Program for Parent(s)/Guardian(s) Involvement

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Legal Reference: No Child Left Behind Act of 2001, §1301 et seq., 20 U.S.C. §6391 et seq., 34 C.F.R. §200.40 - 200.45.

Policy adopted: December 9, 2003

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Programs for Migrant Students - Family Interview Form

To be completed by Building Principal or designee: (please print)

Child 1 Name	Birth Date	Grade	School
Child 2 Name	Birth Date	Grade	School
Child 3 Name	Birth Date	Grade	School

Name of Parent/Guardian _____ Language(s) _____

Telephone Number or other contact information _____ Today's Date _____

Needs Assessment ***Please check response***

1. Do any of your children have health problems that interfere with their ability to learn? Explain: ☐ Yes ☐ No _____

2. In what areas might your child(ren) need additional help in school?

	Reading	Math	Language	Other (specify)
Child 1	☐	☐	☐	☐ _____
Child 2	☐	☐	☐	☐ _____
Child 3	☐	☐	☐	☐ _____

3. Are your child(rens)' immunizations up to date? ☐ Yes ☐ No ☐ Don't know

4. Do you have immunization records? ☐ Yes ☐ No ☐ Don't know

5. Have you established a source of primary healthcare? ☐ Yes ☐ No ☐ Don't know

   If not, would you be interested in information on primary healthcare? ☐ Yes ☐ No ☐ Don't know

Resources and Referrals *Please circle/check response*

1. Would you be interested in information on:

Head Start	☐ Yes	☐ No	☐ Enrolled
District Preschool	☐ Yes	☐ No	☐ Enrolled
Parents as Teachers	☐ Yes	☐ No	☐ Enrolled
GED/ESL Classes	☐ Yes	☐ No	☐ Enrolled

2. Would you be interested in information on:

Public/County Health Dept.	☐ Yes	☐ No
Division of Family Services	☐ Yes	☐ No

3. May we share your name and address with these agencies? ☐ Yes ☐ No

4. When is the best time to reach you at home?

☐ AM ☐ PM

Days of the week:

☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday

Name of Person Completing Form

Name of Person Being Interviewed and His/Her Relationship to Family/Children

Series 6000
6141.32
Instruction

TECHNOLOGY AND INSTRUCTION POLICY

The Colchester Board of Education recognizes that an effective public education system develops innovative students who are globally aware, civically engaged, and are prepared to face the challenges of their tomorrow. The Board also believes that students need to be proficient users of information, media, and technology to succeed in a digital world.

The Board of Education wants all students by the end of grade 12, to be independent, competent, responsible, and confident users of information and technology. Students must also be able to apply technology related skills to acquire knowledge, collaborate with others, communicate ideas, solve problems, create, innovate, and pursue personal interests.

Therefore, it is the District's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals use technology in the workplace and in other real-life settings. It is important that curriculum and instruction drive the appropriate selection of and access to technology used in the classroom and that teachers engage in appropriate technology specific learning so that they may fully utilize and integrate technology into curriculum and instruction.

The Board directs the Superintendent or his/her designee to create a systemic digital learning environment and workplace that supports and enhances innovative teaching and learning, to provide appropriate staff development opportunities, and to develop procedures to support this policy.

ADOPTED: March 11, 2008
REVISION: August 14, 2018

CPS

Instruction

Computers: Web Sites/Pages

Posting of Student Work/Photographs

The District has an obligation to protect student safety and to balance this with the need for open communications when using the Internet. Therefore, the Board established these guidelines to fulfill this obligation.

It is clear that there are significant risks, as well as significant advantages, involved with allowing students to be identified on the Internet. Therefore, students should not be easily identifiable from materials they might publish on the Internet. No directory information should be posted on the Web for students whose parents have indicated, in writing, that such information not be released.

The purposes of these guidelines are to:

1. inform school staff of the possible dangers of allowing students to publish identifying information on the Internet;
2. recognize that there are potential advantages of allowing students to publish identifying information on the Internet; and
3. provide to schools a recommended set of guidelines governing how student identifying information should be allowed in publishing on the Internet.

Guidelines:

- Only first names be used in published student work.
- Pictures that are a part of student publishing should not include identifying information.
- Under no circumstances should a student's home address or phone number be included.
- If replies to published student work are appropriate, the sponsoring teacher's address should be the e-mail address displayed, not the student's.
- In special circumstances with parent-signed release, identifying information can be added.
- Directory information will not be posted on the web for students who have requested, in writing, that such information not be released.

It is recognized by the Board that there may be circumstances where it might be appropriate for high school students to provide identifying information along with work published on the Internet. An example of such an appropriate circumstance might be college entrance or employment opportunities that may be enhanced by viewing a student's work on the Internet.

Instruction

Computers: Web Sites/Pages

Posting of Student Work/Photographs (continued)

In making this determination, the high school student and the supervisory staff member must weigh the potential for risk against the perceived advantage of posting this identifying information. Parental approval, in addition to that of school staff, is required where there is uncertainty regarding the posting of identifying information for high school students.

Students shall retain all rights to work they create using the District's electronic communication system.

(cf. 1110 - Communication with the Public)
(cf. 5125 - Student Records)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6141.321 - Internet Use)
(cf. 6141.322 - District/School/Staff/Student Web Sites and Web Pages)
(cf. 6145.3 - Publications)
(cf. 6162.6 - Use of Copy Devises, Copyrights)

Legal Reference: Connecticut General Statutes
1-19(b)(11) Access to public records. Exempt records.
10-15b Access of parent or guardians to student's records.
10-209 Records not to be public.
11-8a Retention, destruction and transfer of documents
11-8b Transfer or disposal of public records. State Library Board to adopt regulations.
46b-56 (e) Access to Records of Minors.
Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g.).
Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.
Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.

Policy adopted: January 14, 2003

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Colchester Public Schools

Series 6000 (Replaces #6141.5)
Instruction

POLICY REGARDING: EARLY COLLEGE PLACEMENT

The Board of Education allows students to advance academically at a pace appropriate for them. Therefore, it shall permit early college placement, either on a full or part-time basis, for high school juniors or seniors who are exceptionally able and motivated academically.

The administration shall develop and the Board of Education shall approve criteria and regulations pertaining to students who may be accorded early college placement privileges.

When such individual programs meet with the approval of the school administration, and have been formally approved by the Board, the student may be released from high school attendance on a full or part-time basis, and shall be awarded a high school diploma after evidence is received that s/he has met, through college work, all necessary academic requirements for graduation. The Board of Education will not be responsible for any cost associated with taking college courses.

Policy adopted: January 14, 2003
Policy revised: August 11, 2015

Instruction

Wellness Policy

The Colchester Public School System is committed to providing a school environment that promotes the development of lifelong wellness practices to enhance learning and student success.

To accomplish these goals we ensure that:

- Our Child Nutrition Programs meet or exceed federal, state and local requirements and are accessible to all children. Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet their health and nutrition requirements.

- Sequential nutrition education is provided to all students through our curricula. Our physical education program provides comprehensive, developmentally appropriate fitness programs to encourage lifelong activity.

- Foods and beverages made available by schools during the school day are consistent with the current Dietary Guidelines for Americans and the Standards for Healthy Snacks established by the Connecticut State Department of Education.

- All foods made available on campus adhere to food safety guidelines as established by the Hazardous Critical Control Point (HACCP) Standards.

- The school environment is safe, positive, and clean and allows appropriate time and space for eating meals and engaging in physical activity in accordance with state guidelines and regulations.

- Teachers, administrators and staff will collaboratively support and engage in practices that promote, teach and reinforce positive health habits and create a healthy school environment.

- Our schools will work collaboratively with community agencies and organizations to educate families about strategies for promoting lifelong wellness practices.

Instruction

Wellness Policy

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study.
10-215 Lunches, breakfasts and the feeding programs for public school children and employees.
10-221 Boards of education to prescribe rules, policies and procedures.
10-215a Non public school participation in feeding program.
10-215b Duties of state board of education re: feeding programs.
10-216 Payment of expenses.
10-215b-1 State board of education regulation. Competitive foods.
11-221o Lunch periods. Recess.
11-221p Boards to make available for purchase nutritious, low-fat foods.
PA 06-63 An Act Concerning Technical High School Wiring for Technology and Healthy Food and Beverages in Schools.
National School Lunch Program and School Breakfast Program; Competitive Foods.
(7 CFR Parts 210 and 220, Federal Register, Vol. 45, No. 20, Tuesday, January 29, 1980, pp. 6758 6772).
The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265.

Policy Adopted: May 22, 2006

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Instruction

Student Wellness

The Colchester Public School District promotes healthy schools by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. To support our Wellness Policy, the following regulations will be followed:

National School Lunch Program and School Breakfast

Reimbursable meals served in the U.S. Department of Agriculture's (USDA) National School Lunch Program and School Breakfast Program will follow the USDA meal pattern requirements and nutrient standards.

Food sold or served in and by the Colchester Public Schools shall include nutritious and low-fat foods which may include, but shall not be limited to, low-fat dairy products, and fresh or dried fruit whenever food is available for purchase during the school day. This includes foods sold in vending machines, school stores, fundraisers and any other food sales during the school day.

The sale of beverages shall be limited to the following:

- milk, which may be flavored but contains no artificial sweeteners and no more than 4 grams of sugar per ounce;

- nondairy milks, such as soy or rice milk, which may be flavored but contains no artificial sweeteners, no more than 4 grams of sugar per ounce, no more than 35% of calories from fat per serving, and no more than 10% of calories from saturated fat per serving;

- 100% fruit or vegetable juice or combination of such juices, containing no added sugars, sweeteners, or artificial sweeteners;

- beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners, or artificial sweeteners; and

- water, which may be flavored but must contain no added sugars, sweeteners, artificial sweeteners, or caffeine.

A school breakfast program will be offered in all schools.

The school lunch and breakfast programs will use low fat foods and preparation methodology as required by state guidelines.

All parents will be provided with free and reduced meal forms. Information will also be posted on the district web site and advertised in local newspapers.

Instruction

Student Wellness

National School Lunch Program and School Breakfast - continued

Data on student preferences will guide the food service director in menu decisions to promote increased participation.

Lunch will be served after recess in grades 1-5.

The food services staff will receive required training as needed and food service supervisors will attend state conferences and presentations as they become available and will share information with all food service personnel.

The school menus will use whole grains and fresh fruits.

Serving size of beverages is limited to state guidelines for calorie content.

Only lowfat milk shall be sold in school.

Lunchroom Climate

Colchester Public Schools shall provide a lunchroom environment where students have:

- adequate space to sit and eat in pleasant, clean surroundings;
- adequate time for meals (at least twenty minutes daily for lunch and at least ten minutes daily for breakfast); and
- convenient access to hand washing facilities before meals.

Other Foods Sold for Fundraising or Nonprofit Purposes

The federal government standards requiring schools to provide meals under the Dietary Guidelines for Americans do not apply to competitive foods sold or served outside the food service areas in the Colchester Public Schools.

Any fundraising requires approval by a school administrator. Foods sold in classrooms, at school-sponsored activities, and/or in school stores during the school day must meet the Connecticut Nutrition Standards.

Beverages, other than those listed in this regulation, and foods not meeting nutrition standards may be sold if the sale is in connection with an event occurring after the end of the regular school day or on the weekend; the sale is at the event location; and the food or beverages are not sold from a vending machine or school store.

Instruction

Student Wellness

Other Foods Sold for Fundraising or Nonprofit Purposes - continued

Pursuant to state statute, whenever any group makes foods available for purchase in school during the school day, low-fat dairy products and fresh or dried fruits must be available at the same time for purchase by students.

Snack machines with food items that adhere to the Connecticut Nutrition Standards may be available to students during the school day.

All fundraising projects that occur outside of the school day are encouraged to follow the State and Federal Nutrition Standards.

Classroom Incentives

As a rule, staff members shall not use candy or any food as incentives and/or rewards.

Deprivation of food shall never be used as punishment.

Student Nutrition Education

The Colchester Public Schools has developed and implemented a comprehensive, developmentally appropriate, curriculum approach to nutrition in all grades. Instructional staff integrates nutritional themes into daily lessons when appropriate. The health benefits of good nutrition shall be emphasized. These nutritional themes include but are not limited to:

*Knowledge of My Pyramid and the Dietary Guidelines for Americans
*Healthy heart choices
*Sources and variety of foods
*Guide to a healthy diet
*Diet and disease
*Understanding calories
*Healthy snacks
*Healthy breakfast
*Healthy diet
*Food labels
*Major nutrients
*Multicultural influences
*Serving sizes
*Proper food safety sanitation
*Body-size acceptances, healthy weight and dangers of unhealthy weight-control practices

Nutrition education will be offered to parents beginning at the elementary level. The Colchester Public Schools will continue to educate parents throughout the elementary, middle and high school levels via newsletters and programs offered by the School Readiness Council, as well as postings on the District /School website and/or presentations on healthy lifestyles.

The district will provide professional development for Physical Education teachers and opportunities for outside training.

Nutrition training will be integrated into Family and Consumer Sciences and Health and Physical Education electives.

Instruction

Student Wellness

Student Nutrition Education (continued)

A Healthy and Balanced Living Curriculum will be in place for every grade, K-12, with standards-based assessments based on the CT Framework. Cooperative activities will be included in this curriculum, and ongoing student self-assessment in both health and physical education will be used to promote a physically active lifestyle. The curriculum will be evaluated and revised on a seven-year cycle to align with state guidelines and national standards.

Elementary students in grades 1-5 will receive at least 80 minutes per week of physical education and engage in moderate to vigorous activity during that time.

The teacher/ student ratio for Physical Education classes will be no greater than class size ratios as specified in the Agreement between the Colchester Board of Education and the Colchester Federation of Teachers.

Waivers for physical education will be limited to health concerns documented by a physician's note or recommendation by school nurse after consultation with parent/guardian.

All students in grades 4, 8, and 10 will participate in the Connecticut Physical Fitness Assessment.

Health and wellness training for teachers will be provided as required/indicated.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the building Principal is responsible for ensuring that:

- Nutrition education materials and cafeteria menus are sent home with students and/or included in school newsletters; and posted on school websites;
- Parents are encouraged to send healthy snacks/meals/beverages to school;
- Families are invited to attend exhibitions of student health projects or health fairs;
- Communications are sent to notify students/parents when the School Readiness Council and/or other Town Agencies offer nutrition education workshops and town-wide events to promote healthy nutrition;
- As part of the Health Curriculum, nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.); and
- School staff members work closely with other agencies and community groups to provide opportunities for student-volunteer projects related to nutrition.

Instruction

Student Wellness

Family and Community Involvement (continued)

A district-wide wellness committee has been established as required by federal/state law for the purposes of monitoring and evaluating the implementation of the district's Wellness Policy and Regulations. The committee will meet a minimum of four times annually. Committee members shall include:

- District Food Service Supervisor
- Parent representative from each school level (preK-5, 6-12)
- Student representative from each school level (preK-5, 6-12)
- Staff member representative from each school level (preK-5, 6-12)
- Administrative Representatives (school and district level)
- Physical Education/Health Program Teacher Leader
- School Nurse
- Health Education Teacher
- Physical Education Teacher

Food and Beverages Offered to Students at School

The Colchester Public Schools encourages the use of healthy foods for all school functions and activities during the school day, e.g. parties, celebrations, feasts, sporting events, etc. Suggested foods will be shared with parents/guardians. Foods of minimal nutritional value will be discouraged.

Water will be available at water fountains in all areas of the schools.

Physical Activity

Because research shows that physical activity promotes academic success, students will not be held from recess for academic remediation. Staff members will not deny participation in recess or other physical activity opportunities as a form of discipline or punishment unless the safety of students is in question.

Elementary students in grades 1-5 will be provided with supervised recess time daily and provided with play equipment that encourages physical activity.

The physical education program provides safe and adequate equipment and facilities.

Fitness opportunities are available to students and staff through planned programs and/or consent to use the athletic facilities.

Fitness activities will be encouraged during the school day.

Intramurals and/or interscholastic activities will be offered at the middle and high school levels contingent upon budgetary resources.

Instruction

Student Wellness

Physical Activity (continued)

The school system has a partnership with Youth Services and Parks and Recreation Department that allows for use of school facilities for community fitness activities in accordance with the Board's Facility Use Policy.

Communication and Promotion

Fitness activities will be offered as part of community events.

Presentations on nutrition and wellness will be provided to staff.

The Colchester Wellness Advisory Committee will meet on a regular basis to review the implementation of the policy and evaluate its effectiveness.

Data on school fundraising, student fitness, and school meal participation will be reviewed by the District Wellness Advisory Committee on an annual basis and a report will be provided to the Board of Education.

Regulation adopted: January 8, 2008
Revised: August 6, 2009

Colchester Public Schools
Colchester, CT

Instruction

Controversial Issues

Students in our schools shall have the opportunity for free discussion of controversial issues.

Such free discussion requires that students have at least four rights:

1. The right to study any controversial issue which has political, economic or social significance and concerning which the student, at his/her level should begin to have an opinion.

2. The right to have free access to all relevant information, including the materials that circulate freely in the community.

3. The right to study under competent instruction in an atmosphere free from bias and prejudice.

4. The right to form and express his/her own opinions on controversial issues without thereby jeopardizing the student's relations with the teacher or the school.

The discussion and study of controversial issues shall be objective and scholarly, with a minimum emphasis on opinion. The teacher shall approach controversial issues in the classroom in an impartial and unprejudiced manner, and must refrain from using classroom privileges and prestige to promote a partisan point of view.

Instructional policy on controversial issues is here stated by the Board of Education in order to protect teachers and school administrators from unwarranted attack by pressure groups, and to insure youth a well-balanced preparation for American citizenship.

Selection of Controversial Issues

The following guidelines, while not all inclusive, should assist teachers in deciding whether or not a given controversial issue should be considered:

1. Is the controversial issue timely and is it significant? Some issues are quite transitory. They arise rather rapidly, create a great deal of excitement and almost as quickly disappear. The teacher should attempt to select those issues which have a bearing on long-range problems.

2. Is the controversial issue appropriate to the academic level and maturity of the students?

3. Does the student have access to materials which will provide significant bearing on the controversial issue being discussed?

Instruction

Controversial Issues

Selection of Controversial Issues (continued)

4. Can the issue be adequately considered in the time available? It is sometimes better not to raise questions that cannot be properly explored than to create a situation of hasty, ill-informed discussion. Superficial treatment of important questions usually defeats the purpose of introducing them.

5. Is the controversial issue being discussed related to the course of study?

6. Some issues do not have a proper place in the classroom that seeks to educate all children with public funds. The teacher should use sound judgment and tact in selecting those controversial topics and will accomplish the objectives of teaching them rather than defeating those objectives. For example, the following should be avoided:

    a. The rationale or values of any religious faith.

    b. Subjects whose consideration would give serious offense to large segments of the community.

    c. Subjects that will strongly divide a community and consideration of which may lead to misinterpretation and even partisan pressures. In cases of doubt, the teacher should seek guidance of more experienced colleagues, his/her immediate supervisor, or an administrator.

    d. Young and immature minds should not be subjected to persuasive or vigorous argumentation or presentation by persons with a known and strong bias.

7. The teacher's responsibilities include the achievement of a scholarly competence, the teaching of controversy as controversy, opinion as opinion, to teach the truth, and to admit ignorance when the truth is not known.

    In the study of controversial issues, indoctrination shall not be the purpose; rather, the purpose shall be to have the student see as fully as possible all sides of the question or issue.

8. The responsibility of maintaining and manifesting at all times a decent respect for the dignity and worth of each individual is paramount.

Instruction

Controversial Issues (continued)

(cf. 1220 - Citizens' Advisory Committees)
(of. 1312 - Public Complaints)
(cf. 4118.21 - Academic Freedom)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6161 - Equipment, Books, Materials: Provision/Selection)

Legal Reference: Connecticut General Statutes

31-51q Liability of employer for discipline or discharge of employee on account of employee's exercise of certain constitutional rights.

Keyishian v. Board of Regents 395 U.S. 589, 603 (1967)

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Policy adopted: January 14, 2003

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Series 6000
Instruction

CURRICULAR EXEMPTIONS POLICY

Mandatory Curricular Exemptions:

Upon the written request of a parent or guardian received by the school district prior to planned instruction in the areas set forth below, the Board shall permit curricular exemptions for instruction in the following areas:

1. Dissection;
2. Family life education;
3. HIV/AIDS; or
4. Sexual abuse and assault awareness and prevention program (effective upon the implementation of the sexual abuse and assault awareness and prevention program identified or developed by the state).

Definitions:

"Dissection Instruction" is defined as instruction in which a student must participate in, or observe, the dissection of any animal.

"Family Life Education Instruction" is defined as instruction pertaining to family planning, human sexuality, parenting, nutrition and the emotional, physical, psychological, hygienic, economic and social aspects of family life.

"HIV/AIDS Instruction" is defined as ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS) offered by the district pursuant to state law.

"Sexual abuse and assault awareness and prevention program" is defined as the state-wide program identified or developed by the Department of Children and Families, in collaboration with the Department of Education and Connecticut Sexual Assault Crisis Services, Inc. (or a similar entity) that includes age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to, (A) the skills to recognize (i) child sexual abuse and assault, (ii) boundary violations and unwanted forms of touching and contact, and (iii) ways offenders groom or desensitize victims, and (B) strategies to (i) promote disclosure, (ii) reduce self-blame, and (iii) mobilize bystanders.

Written Request for Mandatory Exemption:
Parents who wish to exercise such exemptions must notify the school district in writing within the first two weeks of school.

Permissive Curricular Exemptions:

Except for the mandatory curricular exemptions noted above, or otherwise required by law, the Board does not require teachers to exempt students from any other aspect of the curriculum.

Alternative Assignments:

1. Any student excused from participating in, or observing, the dissection of any animal as part of classroom instruction shall be required to complete an alternate assignment to be determined by the teacher.

2. Any student excused from participating in the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work as determined by the teacher.

3. Any student excused from any other aspect of the curriculum may be required by the teacher to complete an alternative assignment as determined by the teacher.

Legal References:

Conn. Gen. Stat. § 10-16c.
Conn. Gen. Stat. § 10-16e.
Conn. Gen. Stat. § 10-18d.
Conn. Gen. Stat. § 10-19(b).
Conn. Gen. Stat. § 17a-101q, as amended by Special Session Public Act 15-5, § 415

ADOPTED: December 8, 2015 (Replaces 6164.12)

Version 6
August 26, 2015

COLCHESTER BOARD OF EDUCATION

Curricular Exemption Request Form

I request that my child be exempted from instruction in the following areas:

Check all that apply:

1. Dissection ___
2. Family life education ___
3. HIV/AIDS ___
4. Sexual abuse and assault awareness and prevention program. ___

I recognize that teachers may require my child to complete alternative assignments in lieu of the curricular instruction planned in the area of exemption.

This form must be completed annually and returned to the school principal by _____.
Date

_____
Name of Student (Please Print)

_____
Parent's/Guardian's Signature Date

Or

_____
Student's Signature (if 18 years of age) Date

Instruction

Extra-Class Activities

Student activities, a very important part of the educational program, are considered an excellent means of self-development in attitude formation, human relations, and direct skills in group participation. It is the policy of the Board of Education to permit only those student activities which include in their constitution, rules and practices, provision for equal and democratic participation of all students, regardless of their religion, race, gender, sexual orientation, creed, color or economic status, and free and open expression of all points of view.

(cf. 5140 - Student Welfare)

Legal Reference: *Westside Community Board of Education v. Mergens*

Equal Access Act

Policy adopted: January 14, 2003

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Instruction

Interscholastic/Intramural Athletics

The Board of Education believes individual students will benefit from opportunities to grow physically and intellectually through experiences that provide the opportunity for self-discipline and team efforts made possible through competitive interschool and/or intramural team and/or individual sports activities.

It is the Board's policy to provide students interscholastic athletic competition in a variety of sports. Qualified personnel shall be provided for coaching and supervising individual sports.

Each student who chooses to participate in an interscholastic athletic program is required to have on file, in the offices of the building administrator and the Athletic Director, a certificate of consent which is signed by the parent or legal guardian. No student may start practice for any athletic team until he or she has been examined and approved by a medical doctor. This certificate of consent will be in effect for each student for each sport**s** season.

The purpose of school athletics is both educational and recreational. The athletic program should encourage participation by as many students as possible and should be carried out with the best interests of the participants as the primary consideration. Participation should be without unreasonable interference with other obligations in the school, community and home.

Legal Reference: Connecticut General Statutes

10-149 Qualifications for coaches of intramural and interscholastic athletics.

Stratton, PPA v. St. Joseph's High School, Bridgeport Superior Court, June 4, 1986 (12 CT 26)9/87.

Policy adopted: November 15, 2011

Colchester Public Schools
Colchester, CT

Instruction

Publications

School Newspaper and Other Publications

The school newspaper and other publications offer a direct opportunity for self-expression for those students interested in participation and provide opportunities for free expression of all shades of student opinion.

1. Faculty advisors must be available to advise on matters of style, grammar, format and suitability of materials.

2. Publications should reflect the policy and judgment of student editors. Controversial materials will not be prohibited unless

   a. They clearly endanger health or safety of students.

   b. They immediately threaten to disrupt the educational process.

   c. They are of libelous or obscene nature.

   d. They threaten any person or group within the school or advocate racial or religious discrimination.

   e. Questionable factual materials have not been sufficiently investigated for truthfulness and reliability.

3. The source of materials must be indicated.

4. Final decision as to the suitability of materials shall rest with the Principal after consultation with the student editor(s) and faculty advisor. Appeal procedures are available through the student concerns and issues procedure at Regulation 5145.6 of this manual.

(cf. 5145.2 - Student Freedom of Speech/Expression)
(cf. 5145.6 - Student Grievance Procedure)

Legal Reference: Connecticut General Statutes
10-221 Boards of Education to prescribe rules
Eisner v Stamford Board of Education, 440 F. 2d 803 (2nd Cir 1971)
Trachtman v Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. Denied, 435 U.S. 925 (1978)
Hazel School District v. Ruhlmeir, 484 U.S. 260 (1988)

Policy adopted: January 14, 2003

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Instruction

Public Performances and Exhibitions

Charges for Contests and Exhibitions

No charge may be made for exhibitions or presentations of regular curricular work.

Admission may be charged to varsity athletic contests whenever feasible, the amount to be decided upon by the administrator. The administrator may, at his/her discretion, institute the plan of "student tickets."

Policy adopted: January 14, 2003

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Instruction

Travel and Exchange Programs

The Colchester Board of Education will accept one year of study in another country as credit toward a Bacon Academy Diploma if the following conditions are adhered to:

1. Successful completion of all subjects at their respective grade level; i.e., Freshman, Sophomore, Junior or Senior.

2. Twenty-one (21) credits must be completed (including those taken in the other country), and the math competency exam passed at 80%.

3. Reports of work must be sent to the Principal or Guidance Director by the school official where the student is studying.

4. Subjects studied during the exchange program must be passed to receive Bacon Academy credit.

The Colchester Board of Education cannot be certain that all colleges will accept credit for subjects studied in another country and, therefore, encourages early investigation and application to selected college.

(cf. 6146 - Graduation Requirements)

Policy adopted: January 14, 2003

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Instruction

Activity Funds Management

School activity funds may be expended only for purposes which may benefit the student body of the school. All rules, regulations, and procedures for the conduct, operation and maintenance of extracurricular accounts, and for the safeguarding, accounting and auditing of all monies received and derived from those accounts are to contribute to that objective.

The accounting system for managing student activity funds shall be designed to encourage the largest possible educational return to students without sacrificing the safety of funds or exposing students to undue responsibility or unnecessary routine.

The accounting system for managing student accountability funds should be audited with all other Town Accounts.

(cf. 3454 - School Activity Funds)

Legal Reference: Connecticut General Statutes

10-237 School activity funds.

Policy adopted: January 14, 2003

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

HIGH SCHOOL GRADUATION REQUIREMENTS POLICY

Introduction

In order to satisfy the high school graduation requirements within Colchester Public Schools, a student must have satisfactorily completed his or her prescribed courses of study, demonstrated proficiency in basic skills identified by the Colchester Board of Education and satisfied the legally mandated number and distribution of credits required to graduate from high school.

To graduate from the Colchester Public Schools a student must have earned a minimum of 25.0 credits and must have met the credit distribution requirement prior to the completion of senior year.

Credit Distribution Requirement: Present to Class of 2022

English	4 credits
Social Studies	3.5 credits[1]
Math	4 credits
Science	3 credits
Physical Education	1.5 credit
Health	.5 credit
Electives	8.5 credits[2]

[1] Social Studies credits must include .5 credits in civics and American Government.
[2] One credit of the electives must be either vocational (Technology Education, Family and Consumer Sciences or Business) or the arts (Visual Literacy and/or Music).

25-credit distribution: Beginning with Class of 2023

9 Credits in Humanities:

- 4 credits in English
- 3.5 credits in Social Studies, including:
    - 0.5 credits in Civics
- 1 credit in Fine Arts
- 0.5 elective credit

9 Credits in Science, Technology, Engineering, and Mathematics

- 4 credits in Math
- 3 credits in Science

- 2 additional credits earned in Science, Math, or Technology Education (STEM)

1 credit in Physical Education

1 credit in Health and Wellbeing

1 credit in World Language
- Course proficiency level of Novice Mid-High

1 credit Capstone

Minimum of 3 additional elective credits in any subject area

A student who presents written documentation from a physician or advanced practice registered nurse stating that participation in physical education is not advisable because of the physical condition of the student, shall be excused from the physical education requirement. In such a case, another subject must be substituted.

Any student who is deaf or hearing impaired may be exempted from any world language graduation requirement if his or her parent or guardian requests such exemption in writing.

ADOPTED: March 11, 2003
REVISED: March 14, 2006
REVISED: April 13, 2010
REVISED: December 12, 2013
REVISED: May 13, 2014
REVISED: March 8, 2016 **(Replaces policy 6146)**
REVISED: May 9, 2017
REVISED: June 4, 2019

Legal Reference: Connecticut Public Act 17-42 (An act concerning revisions to the high school graduation requirements)

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Instruction

Grading System

The primary purpose of grading is to keep parents and students fully informed of a student's progress and to provide a continuous and accurate record of each student's achievement for use in instruction.

The Board of Education shall approve the grading and reporting systems as developed by the administration and faculty and upon recommendations of the Superintendent of Schools.

(cf. 5124 – Reporting to the Parents)

Policy adopted: May 10, 2005

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Colchester Public Schools

Series 6000
Instruction

POLICY REGARDING: WEIGHTED GRADING FOR HONORS CLASSES

The Board of Education believes that, due to the rigorous nature of honors, ECE (Early College Experience), and/or advanced placement classes, grades earned in such classes deserve additional weight for the purposes of calculating grade point average and determining class rank. Therefore, it is the policy of the Board of Education to grant grades earned in such courses additional weight for the aforementioned purposes. Credit(s) earned for Algebra 1 and/or World Language taken at William J. Johnston Middle School will not affect class rank.

Weighted grade point average and class rank shall be published annually in the Bacon Academy Program of Studies.

The Superintendent or his/her designee shall be responsible for developing procedures in furtherance of this policy.

Legal Reference:

Connecticut General Statutes § 10-220g

Policy adopted: August 11, 2015

Series 6000
Instruction

PARENTAL ACCESS TO INSTRUCTIONAL MATERIAL POLICY

In accordance with federal law and Board policy, parents shall be permitted access to instructional material used as part of the educational curriculum for any student.

"Instructional Material" means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Upon request, the district shall permit parents to inspect any instructional material. The district shall grant reasonable access to instructional material within a reasonable period of time after a parental request is received.

Legal Reference:

Federal Law:

Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, Public Law 107-110, § 1061, codified at 20 U.S.C. § 1232h.

ADOPTED: November 15, 2016

330595v4

Instruction

Field Trips

The Board of Education recognizes the valuable experiences derived from Field Trips for students when such trips are properly planned, executed. To the extent that budgetary resources permit, the Board encourages Field Trips in connection with the work of an organized class or school activity. Field Trips should be directly related to, or an extension of, the classroom learning experiences. Field Trips may be used as springboards or culminating activities for units presented in the classroom or to provide "hands on" experience for students involved in the study of specific topics. In addition, Field Trips may introduce students to new learning experiences though the participation in, or observation of, activities such as exhibits, dramatic presentations and other timely and appropriate events.

All student Field Trips that involve the public solicitation of funds shall require Board approval before any fundraising by students or others on their behalf. Any such fundraising activities must comply with the provisions of Board Policy #1324 regarding fundraising activities.

All Field Trips shall be approved in advance in accordance with the regulations of Field Trip Policy #6153. The loss of class time, the availability of alternative educational experiences, and the financial impact to families shall be strongly considered in the approval process.

All Field Trips require prior written approval in accordance with the accompanying regulations and procedures. Field Trips including travel to and/or through any country or region for which a travel caution, alert, warning or similar safety advisory has been issued by one or more local, state, national, or international authorities will not be approved.

The Board and/or the Superintendent reserve(s) the right to cancel previously-approved Field Trips at any time and for any reason, including but not limited to the issuance of a travel caution, alert, warning or similar safety advisory by one or more local, state, national or international authorities.

The Board authorizes the Superintendent, and/or his or her designee, to promulgate administrative regulations and procedures in furtherance of this policy.

Policy adopted: February 11, 2003
Policy revised: August 6, 2009
Policy revised: June 10, 2014
Policy revised: August 9, 2016

Colchester Public Schools
Colchester, Connecticut

Instruction

Field Trips

Definition:

A Field Trip is a trip off school grounds approved in accordance with these procedures taken in connection with the work of an organized class, school group, or school activity. School district employees who organize such trips are acting within the scope of their employment. Trips having no affiliation with, or no approval of, the Board are not "school sponsored," irrespective of whether the trip has an educational component or involves district students, and, therefore, do not meet the definition of Field Trip. Activities of non-school groups or that are not approved in accordance with these procedures are not to be considered school Field Trips and do not fall under the purview of the Board. The Board is not responsible for any Field Trip which is not school-sponsored and has not been approved in accordance with school policy and procedures.

Field Trip Requirements:

1. All Field Trips approved in accordance with these regulations are considered school-sponsored activities. Such Field Trips must be approved as follows:

    - All Field Trips must be supported by the appropriate application as described below, and all Field Trips must be approved in writing by the Superintendent, Principal and Director of Teaching and Learning.
    - All trips involving either an overnight stay, out-of-state travel (including athletic Field Trips) or travel outside the continental United States must also be approved by the Board of Education.

2. School district employees who organize trips independently of the Colchester Public Schools, when such trips involve Colchester students, must notify the Superintendent in writing at least sixty (60) days in advance of the trip, must not advertise or promote the trip at any time on school property or school activities, must assure that participants are notified that the trip is not affiliated with the Colchester Public Schools, and are personally liable for any such trip. Teachers/Sponsors seeking an exception to any of the rules or regulations governing school Field Trips must also obtain the written approval of the Superintendent of Schools prior to the trip. Travel agencies or other private organizations promoting travel study trips shall not be permitted access to school property or grounds to promote or enroll students for privately sponsored travel study programs and trips.

I. Pre-Planning and Approval:

A. Notification:

1. The teacher shall consult with the Principal before involving students and/or parents in planning any Field Trips.

2. Where student contributions are required, the teacher shall present to the Principal a proposal indicating fund sources and/or fund-raising activities and a plan for providing for students unable to meet required costs.

Instruction

Field Trips

B. Knowledge of Location to Be Visited:

1. Before the formal plan of the trip is developed, the teacher shall visit the site, conduct research regarding the site, and/or consult with other experts who have visited the Field Trip location to obtain specific information about its education value for students of the participating grade level/course.

2. The teacher or other trip organizer shall review trip conditions to confirm that the site is age appropriate and to develop whatever safety procedures are reasonable to promote a safe and healthy experience for trip participants. If unacceptable hazards are present at the trip site, the Field Trip will be cancelled or postponed until such hazards are remediated or removed.

3. Activities involving unnecessary risk must be excluded from any trip itinerary.

C. Formal Field Trip Instructional Plan:

1. Written objectives of the trip and its relationship to curricula will be outlined in a formal Field Trip Instructional Plan (Appendix B) and be submitted to the School Principal for approval.

2. The Principal will review and approve the Field Trip Instructional Plan (Appendix B) before recommending the trip to the Superintendent, or his/her designee, for approval.

D. Knowledge of Students' Medical Problems:

1. The teacher will review and follow Colchester Public School Policy #5141.25: Chronic Health Conditions and Life Threatening Food Allergy Conditions.

2. The teacher will consult with the school nurse in advance of the trip to determine health needs of student participants.

3. Teachers shall be aware of special medical problems, allergies, disabilities, medication needs, etc. of student participants and be trained by the school nurse in emergency measures to be taken if a medical emergency arises.

E. Transportation:

In-state and/or single-day Field Trip requiring bus transportation will be provided by the school district's contracted transportation provider. Charter buses for out of state trips will be coordinated with the district's transportation coordinator from a list of approved providers.

F. Approval Process and Recordkeeping:

1. Field Trips requiring approval by the Board of Education shall be submitted for review on a completed district Field Trip Request form (Appendix A) as soon as plans have been made and no later than two months prior to the scheduled trip. **In no instances shall Field Trip permission slips be distributed and/or monies be collected prior to official approval.**

Instruction

Field Trips

Approval Process and Recordkeeping - continued

2. In no situation shall Field Trips take place unless the requisite approval has been obtained beforehand.

3. Principals shall review staff members' Field Trip requests as they relate to Board policy and the current budget. Principals may consult with the Superintendent of Schools, as necessary.

4. Copies of the approved Field Trip request forms are to be maintained in the school office file and with the Board's Finance Department

G. Parental Notifications:

1. Before any student is allowed to participate, permission slips shall be obtained from the parent and/or guardian of each student participant. Permission slips shall be taken on the trip by the teacher. The school office will retain the permission slips for the remainder of the school year.

2. Information on the system-wide permission slip form (Appendix C) shall include:
   - the detailed purpose of the trip and its alignment to the curricula,
   - the place(s) to be visited,
   - the date and approximate times of departure from and arrival back to the school,
   - the type of transportation to be used,
   - the total costs, if any,
   - a release to seek emergency medical attention as needed,
   - any required apparel, food, and/or equipment needed, and
   - safety recommendations.

3. The permission slip shall request information about any special medical needs, allergies, medication, etc.

4. Standard permission slip forms will be available at each school office.

5. Timed itineraries shall be provided to parents for overnight and/or out of state trips with the permission slip.

H. Notification to Cafeteria Personnel:

If a Field Trip will cause students to miss lunch at school, teacher/principal shall notify cafeteria personnel at least one week in advance.

I. Preparation of Students:

1. The teacher shall inform the students the educational purpose of the trip and what is expected of them in the way of behavior and dress and what personal belongings they may take with them, in accordance with Board of Education Policy.

Instruction

Field Trips

II. Procedures on the Trip

A. Supervision:

1. Teachers, administrators, and other adults acting as chaperones shall be accountable for the safety of the students they are supervising and will develop plans to assure students are adequately supervised and following the Board's Discipline Policy #5144 for the duration of the Field Trip;

2. Adult chaperones who accompany the trip shall be briefed by the teacher as to medical needs, safety, and safety/supervision plan for the students in their group and will receive pertinent written procedures, including safety plans;

3. All overnight and out-of-state trips must be approved prior to the trip. In those cases, the names and addresses and phone numbers of all chaperones must accompany the request for approval submitted to the Superintendent of Schools;

4. The following ratios are suggested as to approximate proportion of adults to students in terms of grade level. Except in cases of emergency, no adult chaperone will be alone with a student. Names of chaperones and students on the trip will be provided to the Principal's office prior to the trip.

Grade Level	Ratio: (Adult:Students)
K-2	One : Five
3-5	One : Eight
6-8	One : Ten
9-12	One day trips : One to fifteen ratio Overnight trips: One to ten ratio

5. The teacher must notify the Principal if students will be delayed or if the itinerary is substantially changed.

6. Should accidents or medical emergencies occur, the teacher must immediately notify the Principal. Parents will be contacted immediately.

B. Group and Individual Activities on the Trip:

1. Adequate time shall be allowed for meals during the duration of the Field Trip.

2. Time shall be allowed for restroom purposes.

3. As the students are under the authority and responsibility of the school until they return to the school, each student shall ordinarily be expected to remain with the group for the duration of the trip until the return to the school.

Instruction

Field Trip Procedures

C. Student Behavior:

The Board's Discipline Policy #5144 applies to student behavior on Field Trips. Students will demonstrate respect for the teacher in charge and for adults serving as chaperones. Students acting inappropriately will be reported to the Principal by the teacher in charge subsequent to return from the Field Trip. The Principal will take disciplinary measures as he/she deems appropriate.

D. Adult Behavior:

1. Teachers and chaperones are role models and shall conduct themselves accordingly at all times.

2. Adult chaperones shall stay with the group and follow Field Trip regulations at all times.

3. All adults will follow Board of Education policies. In accordance with Board Policy, smoking, use of alcoholic beverages or any illegal drugs and/or weapons is prohibited during the Field Trip. The prohibition extends to all students, teachers, and chaperones.

E. Special Criteria/Requirements for Trips Outside the United States:

1. All Field Trips outside of the United States must be approved by the Board. Anyone seeking approval for such a trip must make a written request to the Board *six months prior* to the proposed trip.

2. Such trips must be organized and conducted with a professional travel agency/organization which provides travel, housing and itinerary planning. The teacher planning the trip shall provide the full travel brochure from the organizing agency.

3. The travel agency/organization arranging the trip must provide evidence of appropriate liability/trip insurance with a coverage amount acceptable to the Board, naming the Board as an additional insured.

4. Approval of any Field Trip outside the continental United States must take into consideration appropriate security factors. Parents and students should be reminded that such trips are subject to cancellation at any time and for any reason at the discretion of the Board and/or the Superintendent based on such security issues, including homeland security alerts, and that they should consider purchasing trip cancellation insurance if available. In no event shall the Board be responsible for any out-of pocket expenses or losses caused by the cancellation of such a Field Trip.

5. Field Trips abroad/outside the continental U.S. must be an extension of the curriculum, whenever possible.

6. These types of trips should be planned for a scheduled school vacation.

Instruction

Field Trips

Special Criteria/Requirements for Trips Outside the United States - continued

7. Participation by students is optional. In the event a trip is oversubscribed, the teacher will allocate space on the basis of objective programmatic and curriculum-based concerns. Individual students may be excluded from such trips on the basis of disciplinary history and other relevant factors.

8. Adequate supervision and safety precautions shall be observed in accordance with the type of students, activities and nature of the trip involved. The chaperone/student ratio shall be in line with the recommendation of the agency/outside organization planning the trip and should be consistent with the recommendations below.

9. Activities involving unnecessary risk must be excluded from any trip itinerary.

10. School absences which may result due to a scheduled and approved Field Trip shall be considered excused absences for both students and chaperones, provided the trip has received Board approval.

III. Follow-up Activities:

A. Reports:

1. If transportation or other trip details were unsatisfactory, the teacher shall make an immediate written report to the Principal for follow-up and correction for subsequent trips.

2. If an accident or medical emergency has occurred during the trip, the teacher shall immediately furnish the Principal with complete written details on the Student Accident Medical Report as to apparent cause and effects and as to what actions were taken.

Central Office **Due Dates:**

In state: **TWO (2) WEEKS PRIOR TO TRIP**

Out of state and/or overnight:

TWO (2) WEEKS AND TWO (2) MONTHS PRIOR TO BOARD MEETING

6153

Appendix A

Application for Approval of a Field Trip
Colchester Public Schools

School: _____ Date of application: _____

Grade(s) and Group(s): _____ Date(s) of Trip: _____

Method of Transportation: _____ # of Day(s) of Trip: _____

Bus Service Number(s) (if applicable):_____ Number of Students: _____

Event: _____

Destination (if to a **foreign country**, please complete & attach the CIRMA Insurance Application and then notify parents of coverage):

_____

Address & Phone Number (for each destination): _____

_____

Times of departure from, and return to, school: _____

Main contact(s) and cell phone number(s) (**list one or two people**):

_____

Supervision provided by: (List names of all Board employees, other chaperones, and cell phone # for each)

Ratio of adult chaperones to students must be at least: (grades K-2 **1:5**) (grades 3-5 **1:8**) (grades 6-8 **1:10**) (grades 9-12 one day trips **1:15**, overnight trips **1:10**)

Special clothing and/or equipment required: _____

Total Cost of Trip*: _____ Cost to District: _____ Cost to Student: _____ Suggested Student Pocket Money: _____

*Attach completed Field Trip Calculator form.

If there is a cost to the students and they cannot afford the cost, will the student be able to go? Yes _____ No _____

If Yes, indicate source of Scholarship funds: _____

If No, please explain: _____

Will funds be raised? _____ If Yes, give details: _____

Description of how the trip enhances curriculum: Field Trip Instructional Plan **MUST** be Attached

Please keep these phone numbers with you during the field trip: M&J - Main Number (860)537-2326; cell phone (860)790-1412

Applicant's Signature _____ Dept. Chair Signature _____

Principal's Signature_____ Date: _____ ☐ Recommended ☐ Not Recommended

Superintendent's Signature_____ Date: _____ ☐ Recommended ☐ Not Recommended

If applicable: Board of Education Meeting Date _____ ☐ Recommended ☐ Not Recommended

Must be approved by Board 2 months prior to trip

Bus Reservation Date: _____ Price of Bus(es): _____

Field Trip Instructional Plan
Colchester Public Schools

Field Trip Location(s): _____

Reference Check: Visited site on: _____ *or* Spoke with: _____

Name: _____ **Grade/Group**: _____
(Teacher(s) completing this form)

Instructional Focus of Trip

- **Curriculum Unit(s)**: _____
- **Specific Curriculum Standards Addressed by Field Trip** (please refer to CT Core Standards):

- **Assessment of Student Learning**: Describe or attach the work students will complete upon their return to convey their learning.

Trip Agenda/Activities: List/attach entire break out of times for each day. Include travel time and all activities. Attach additional sheet if needed.

DATE/TIME	LOCATION	ACTIVITY

Approvals:

_____ _____ ☐ Approved / ☐ Denied
Department Chair (High School Only) Date

_____ _____ ☐ Approved / ☐ Denied
Principal Date

_____ _____ ☐ Approved / ☐ Denied
Director of Curriculum & Instruction Date

2014-2015 Field Trip
Student Cost Calculator

Print Form

6153 Regulation
Appendix C

Date of Trip:

Event

M&J Bus(es) ONLY

Number of Students:

1

Estimated Hours for trip:
(Add 1 hour pre/post trip)

Number of Buses:

Per Student Calculations:

	M&J Bus(es) ONLY	Coach Bus(es) ONLY
Admission per student:		
Miscellaneous Fees per student:		
Total admission and miscellaneous fees:		
Cost of Bus	$ 0.00	
Total Field Trip ***Cost per Student:**	$ 0.00	$ 0.00

Additional Costs:

Number of Substitute Teachers		
Rate per Day	$85.00	
Special Education costs		
Cost Associated if Nursing Required		
Total ***Cost to District:**	$0.00	
Total ***Cost of Trip:**	$0.00	$0.00

Alternate funding for trip provided by:

***Insert these costs on the accompanying Field Trip Application**

Form revised on 7/7/2014

Instruction

Homework

The responsibility of the school district to educate students is carried out by teachers through classroom instruction and the careful delegation of independent study. It is important for students to be taught concepts and how to study in school before being given work to do at home. There is, therefore, an increase in the amount of homework expected of students from elementary grades through high school.

Worthwhile homework benefits students by allowing for practice, exploration of ideas, and an opportunity to extend learning. Homework will be clearly understood by students, well-planned, and meaningful; it will be evaluated by the teacher as a predictor of future learning and returned to students to aid them in self-evaluation and goal-setting.

Homework (including extended learning projects) must not depend on essential resources other than those readily provided to students by the school.

Guidelines for time required for each level (elementary, middle, high school) will take into consideration the needs of students. Teachers shall assign homework according to administrative regulations.

The purpose of homework may be to:

1. Build habits, instill responsibility and develop a work ethic.
2. Acquaint parents with the work students do in school.
3. Provide an opportunity for practice and strengthening of basic skills.
4. Reinforce new learning.
5. Apply concepts and elaborate.
6. Prepare students for future classes.

Instruction

Homework

Homework assignments shall be planned, assigned and evaluated according to the following principles:

1. The purpose of the homework and relation to what has been learned in the classroom must be clearly understood by the student.
2. Homework should emanate from classroom activities, projects, and skills.
3. A student's age, need for play time, and out-of-school responsibilities must be considered when deciding upon an assignment. Students bear the responsibility for managing their time so that homework can be completed and submitted on time.
4. Assignments should make use of a variety of skills.
5. Every homework assignment must be corrected or evaluated in keeping with the purpose of the assignment. Corrections/evaluations shall be shared with the student in a timely fashion.

Average minutes of homework shall not exceed:

K-2: 20 minutes of homework per night.
3: 30 minutes of homework per night.
4: 40 minutes of homework per night.
5: 50 minutes of homework per night
6-8: 20 minutes of homework per night per class
9-12: 30 minutes of homework per night per class
45 minutes per honors class per class
1 hour per Advanced Placement class
Independent study courses will vary

Large projects requiring additional time may also be assigned. All students are encouraged to engage in independent reading nightly.

Weighting Grades

Departments at the secondary level (grades 6-12) will clearly define the homework policy and assign a consistent percentage of weight, to be established per department/grade and per like course at Bacon Academy, not to exceed 20% of the quarter grade.

Homework Non-Completion

Because completion of homework impacts a student's ability to complete class work the following day, parents will be notified of homework non-completion.

In grades 3-5, students who do not complete homework will be given homework alerts. After three alerts in one month or five in one trimester, parents will be contacted by the appropriate teacher to discuss ways to improve student homework completion.

Instruction

Homework

Homework Non-Completion (continued)

For secondary students, failure to complete homework will be reflected in the quarter grade, and may also result in other consequences.

Make Up Work

Assignments missed during an absence shall be completed in accordance with the Attendance/Excuses/Dismissal Policy #5113.

Requests for homework should be made 24 hours in advance.

Guidelines for teachers

Teachers will:

1. Explain the purpose of any given assignment.
2. Give clear directions on the method and means of accomplishing the assignment.
3. Ensure the availability of all necessary resources to carry out the assignment.
4. Post assignments in the classroom and on the student database in a timely manner, for grade 3 and beyond.
5. Acknowledge receipt of homework and provide students with specific and timely feedback.
6. Explain the method of evaluation of homework and its potential impact on the student's grade.
7. Suggest a reasonable time allotment on a daily assignment.
8. Give assignments as far in advance as is practical.
9. Provide students with opportunities for choice in extended learning projects.
10. Differentiate homework as needed.
11. Communicate with parents and students who consistently fail to complete homework assignments or whose grade is being adversely affected by poor homework performance.

Guidelines for students

Students will:

1. Understand the purpose and means of evaluation of an assignment, and ask for clarification when needed.
2. Record directions, time allotment, and requirements of assignments, beginning in grade 3.
3. Assume responsibility for completion of assignments.
4. Self-monitor grades and progress on the student database beginning in grade 6.
5. Consult with the teacher about work to be completed after an absence.
6. Assume responsibility for completing make up work.

All students are encouraged to engage in independent reading nightly.

Instruction

Homework

Guidelines for parents

Parents/guardians will:

1. Understand and support the district policy regarding homework located in the Student Handbook and on the website www.colchesterct.org.
2. Ensure assignments are obtained for a student's extended absence.
3. Encourage students to complete homework to the best of the child's ability.
4. Contact the teacher in the event of questions or concerns regarding assignments.

Parents are encouraged to enroll on the student database for notification of grades and assignments.

Parents of children in grades K-2 are encouraged to read to or with their child nightly.

Guidelines for administrators

Administrators will:

1. Publish the homework policy.
2. Ensure teachers and/or academic departments establish homework guidelines for their classes and/or subject areas.
3. Review homework regulations with staff annually.
4. Ensure teachers follow the homework policy and regulations.
5. Encourage parents to take an interest in their child's homework through meetings and newsletters.

Instruction

Equipment, Books, and Materials

The Board of Education recognizes that appropriate texts, library reference facilities, maps and globes, laboratory equipment, audiovisual equipment, art supplies, athletic equipment, current periodicals, tests and questionnaires, and similar materials are the tools of the teaching profession. The teaching staff will serve on curriculum committees and consult with the administration for the purpose of recommending improvements in curriculum and materials. The Board of Education believes that at all times the schools should be as well equipped and maintained as may be possible within existing financial limitations.

An effort shall be made to insure that comparable materials are available to all students throughout the school system.

The disposition of old and obsolete textbooks shall be accomplished under the direction of the Superintendent of Schools in accordance with state and district regulations.

(cf. 3260 - Sales & Disposal of Equipment, Books & Supplies)

Legal Reference: Connecticut General Statutes

10-228 Free textbooks, supplies, material and equipment.

10-229 Change of textbooks

Policy adopted: February 11, 2003

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Instruction

Comparability of Services

The Superintendent or his/her designee shall pursue funding under Title I of the Federal Strengthening and Improving of Elementary and Secondary Schools Act to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

The Board of Education believes that at all times its schools should be equally as well equipped and maintained as may be possible within existing financial limitations.

It shall be the policy of the Board of Education to insure comparability of services funded by state and local sources in both Title I project schools and non-project schools. the Board of Education will therefore:

1. Maintain a district-wide salary schedule.

2. Provide services with federal, state and local funds in schools serving Title I project areas that are at least comparable to services in non-project areas.

3. Use federal, state and local funds to provide for an equivalence among all schools in all schools with the same grade levels in teachers, administrators, auxiliary personnel.

4. Use federal, state and local funds to provide for an equivalence among all schools with the same grade levels in the provision of curriculum and instructional materials, books and supplies.

5. Nothing in this policy will prohibit the administration from addressing identified problems at individual schools.

Legal Reference: Title I of the Strengthening and Improving of Elementary and Secondary Schools Act, 20 U.S.C.A. §6301-6514, as implemented by 34 C.F.R. parts 200, 201, 203, 205, and 212.

Agostini v. Felton 521 U.S. 103 (1997)

Policy adopted: February 11, 2003

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Instruction

Research: Testing

Testing Program

A plan of system-wide testing in addition to mandated statewide assessments, shall be developed and implemented as one indication of the success and quality of the district's total educational program. In the case of individual students, standardized achievement tests, in combination with other criteria, can provide an indication of student achievement. When appropriate, students may also be tested for mental ability, aptitude and interest.

The purposes of the district-wide testing program are to facilitate and provide information for the following:

1. *Student Achievement* - To produce information about relative student achievement so that parents/guardians, students and teachers have a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.

2. *Student Counseling* - To serve as a tool in the counseling and guidance of students for further direction and for specific academic placement.

3. *Instructional Change* - To provide data which will assist in the preparation of recommendations for instructional program changes to :

    a. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation;

    b. Help the professional staff formulate and recommend instructional policy; and

    c. Help the Board of Education adopt instructional policies.

4. *School and District Assessment* - To provide additional indicators of the progress of the district toward established goals.

The testing program is an integral part of the district's needs assessment and evaluation programs. The program should be developed primarily for furnishing needed information to decision makers, including the Board, administrators, teachers, parents/guardians and students.

The needs of these various groups shall be clearly identified, and the testing program shall be limited to obtaining that information which is needed and useful.

Instruction

Research: Testing

Testing Program (continued)

In planning, every effort will be made to see that testing contributes to the learning process rather than detracts from it. Efforts shall be made to incorporate necessary culture-free and culture-fair tests to assure reasonably accurate measurements.

The district shall not discriminate in the methods, practices and materials used for testing, evaluating and counseling students on the basis of sex, race, national origin, creed, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

Parents shall be notified prior to any individual student testing, beyond that which is part of the regular classroom routine. Parental notification shall include the reason for the testing and an explanation of the test to be used. All such tests results shall be shared with parents.

Staff will receive in-service education in the use of designated tests, confidentiality issues and interpretation of test results.

A periodic review and evaluation of the district's testing program will be conducted.

Instruction

Individuals with Disabilities Education Act - Alternative Assessments for Students with Disabilities for Statewide and District-wide Assessments

The Colchester Board of Education will, in all respects, comply with the requirements of state and federal law with regard to the special education of students with disabilities. The Board directs the Director of Pupil Services and Special Education or designee to follow state and federal guidelines that indicate how district staff shall determine when a student with a disability eligible for special education and related services under the IDEA shall partake in alternative assessment(s) to particular statewide or district-wide assessments of student achievement. Such procedures shall include, among other things, a requirement that all assessment decisions will be made by the particular student's Planning and Placement Team.

Legal References:

Individuals with Disabilities Education Act, 42 U.S.C. § 1400, *et seq.* (IDEA)
34 C.F.R. § 300.320

Policy adopted: June 14, 2011

Colchester Public Schools
Colchester, CT

Instruction

Surveys of Students

Surveys can be a valuable resource for schools and communities in determining student needs for educational services. When a survey is used, every effort should be made to ask questions in a neutral manner to ensure the accuracy of the survey.

Administrators, teachers, other staff members and the Board of Education may use surveys for many purposes. Such purposes may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related, to a specific subject or units. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. Responses will not be used in any identifying manner.

Surveys used in any experimental program or research project will be subject to the requirements of Policy 6141.11. Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

No student may, without parental consent, take part in a survey, analysis, or evaluation that reveals information covering:

1. political affiliations
2. potentially embarrassing psychological problems
3. sex behavior or attitudes
4. anti-social and demeaning behavior
5. critical appraisals of family members
6. legally privileged relationships
7. income

Surveys conducted for other agencies, organizations or individuals must have the recommendation of the Superintendent of Schools and the approval of the Board of Education as to content and purpose. The results of such approved surveys must be shared with the Board of Education.

(cf. 6141.11 - Curriculum Research/Experimental Projects)

Legal Reference: P.L. 103-227 Section 1017 (which amends Section 439 of the General Education Provisions Act)

Policy adopted: February 11, 2003

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Instruction

Use of Copying Devices

Publication or Creation of Educational Materials -- Copyrights: Printing and Duplication

It is illegal for anyone to duplicate copyrighted materials without permission, except to the extent such duplication may fall within the bounds of the "fair use" doctrine.

The Board further recognizes that severe penalties are provided for unauthorized copying of audio, visual or printed materials unless the copying falls within the bounds of "fair use".

Any duplication of copyrighted materials by employees, therefore, must be done with permission of the copyright holder or within the bounds of "fair use" as set forth in the guidelines concerning use agreed upon by various representative groups of publishers, authors, composers, teachers and other affected parties.

Legal Reference: Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et seq.

Policy adopted: February 11, 2003

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Colchester Public Schools

6163.1P

INSTRUCTION

MATERIALS SELECTION - SCHOOL MEDIA CENTERS

School Media Centers

I. Objectives

The primary objective of the school library media centers is to implement, enrich, and support the educational program of each of Colchester's schools. In the area of materials selection, the library/media centers will provide a wide range of materials on all levels of difficulty, with consideration for diversity and inclusion. These materials will include both print and electronic sources.

II. Selection

Responsibility for the selection of all library/media materials is delegated to the professional library/media and district technology staff through the building principals. The selection process involves open opportunity for consultation with administrators, faculty, supervisors, and students and parents.

In selecting materials, library/media staff, administrators, and other professional staff are guided by the principles incorporated in the School Library Bill of Rights, the Freedom to Read Statement, and the School Library Standards of the Connecticut State Department of Education.

The collection will be developed systematically, ensuring a well-balanced coverage of subjects, opinions, and formats and a wide range of materials on various levels of difficulty supporting the diverse interests, needs, and viewpoints of the school community.

III. Online and Internet Resources

Online databases and other electronic resources accessed via the internet will be evaluated using criteria for other nonbook resources, e.g. accuracy, authoritativeness, appropriateness. Fee-structures, equipment, and telecommunication needs also need to be considered.

IV. Controversial subjects

Student's discussion of issues, which generate opposing points of view, shall be considered a normal part of the learning process in every area of the school program. The depth of the discussion shall be determined by the maturity of the students.

Media specialists and other teaching staff shall refer students to resources reflecting all points of view. Discussions, including contributions made by the certified educator, shall be maintained on an objective, factual basis. Stress shall be placed on learning how to make judgments based on facts though they may depict controversial behavior and use frank language.

V. Procedure for Challenged Materials

The following procedures will be followed when a citizen challenges the appropriateness of an item in the collection of the media centers and the technology laboratories:

1) Complainant will be asked to meet informally with the media specialist and/or the building Principal to discuss the concerns and the issues.

2) If resolution is not possible at this level, the citizen will be asked to complete a Citizen Request for Re-evaluation of Material form (attached) within 10 school days of the informal meeting.

3) The Citizen Request will be forwarded to a review committee of each school that will consist of the library/media specialist, the district technology coordinator, the reading specialist/English teacher, the Principal, and another teacher appointed at the discretion of the Principal.

4) A meeting of the Review Committee will be scheduled by the Principal and held within 15 school days of the receipt of the Citizen Request.

5) Material will be judged by the committee as to its conformance with the criteria for selection listed in this selection policy.

6) The written decision of the committee will be forwarded to the Superintendent within 10 school days, who will inform the Board of Education and the complainant of the committee's decision.

7) If the complainant is dissatisfied with the decision, a request may be submitted to the Superintendent within 10 school days for a review of all proceedings by the Board of Education who will render a final decision within 10 school days as to the appropriateness of the materials in question.

8) Challenged materials will remain in circulation until the process is completed.

POLICY ADOPTED: June 4, 2019

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

6163.1 - Form #1

COLCHESTER PUBLIC SCHOOLS
REQUEST FOR RE-EVALUATION OF SCHOOL LIBRARY INSTRUCTIONAL TECHNOLOGY MATERIALS: BOOK AND NONBOOK

Date: _____

Author: _____

Type of Material (book, video, etc.): _____

Title: _____

Publisher: _____

Reevaluation requested by: _____

Telephone: _____ Address: _____

City: _____ State: _____ Zip: _____

Requestor represents:

Self: _____

Organization (Name): _____

Other (Identify): _____

1. How did you learn about the material in question?
2. To what in the material do you object? (Please be specific, cite pages, etc.)
3. What do you feel might be the result of reading, seeing or listening to this material?
4. Is it suitable for some grade levels?
5. Is there anything worthwhile in the material?
6. Did you read/review the entire material? If "no", to what extent?
7. If a book, are you aware of the judgement of literary critics? If "yes", please cite source.
8. What do you believe is the theme of the material?
9. What would you like us to do about the material?
10. What substitutes would you recommend to replace this material?

_____
Requestor's signature

COLCHESTER PUBLIC SCHOOLS
PATRON REQUEST FOR RE-EVALUATION OF SCHOOL LIBRARY INSTRUCTIONAL TECHNOLOGY
ONLINE ELECTRONIC RESOURCES

Date: _____

POINT OF ACCESS:
_____Library
_____Computer Lab
_____Classroom

ELECTRONIC ACCESS VIA:
_____INTERNET
_____PAID ONLINE SUBSCRIPTION
_____OTHER (be specific) _____
ACCESS DATE: _____TIME:_____
SEARCH PATH: (describe major search steps):

DATABASE/FILE
NAME: _____

RE-EVALUATION
REQUESTED BY: _____

Telephone: _____ Address: _____
City: _____ State: _____
Zip: _____

REQUESTER REPRESENTS:
Self: _____
Organization (New): _____
Other (Identify): _____

1. How did you learn about the material in question?
2. To what in the material do you object? (Please be specific, cite pages, etc.)
3. What do you feel might be the result of reading, seeing or listening to this material?
4. Is it suitable for some grade level?
5. Is there anything worthwhile in the material?
6. Did you read/review the entire material? If "no", to what extent?
7. What do you believe is the theme of the material?
8. What would you like us to do about the material?
9. What substitute would you suggest to replace this material?

Instruction

Animals in the School/Classroom

1. To protect the students and staff, no live animal, shall be brought to any classroom or the school without prior consent of the teacher and a school administrator. Appropriate steps will be taken by the school administrator to ensure that the animals do not present a health and/or safety hazard. Because of the potential dangers of school programs featuring wild animals, school staff are prohibited allowing them into the school or classroom setting.

2. No domesticated animals/service animals including dogs, cats, primates or livestock, shall be allowed in schools unless proof of appropriate and/or current rabies vaccination is provided.

3. Students and teachers with allergies must receive special consideration before animals are brought into a school. Prior to any request for animals in school, the teacher should obtain from the school nurse a list of all students whom have any condition, such as allergies, which could be exacerbated by exposure to animals. Appropriate and reasonable accommodations will be accorded to protect the health of such individuals as determined by the school nurse. This information will be attached to the request for approval that is submitted by the teacher to the school administrator.

4. Goldfish or tropical fish in suitable bowls or tanks may be brought and maintained by students or teachers, however, turtles, birds, snakes, or other animals which might present a health hazard shall not be allowed without the approval of a school administrator, and then only for class observation and study for a limited period of time.

5. Science teachers may have animals in appropriate facilities in or adjacent to laboratories for the purpose of class study and experimentation, provided that the utmost care is taken to prevent accident and/or suffering to the animals.

Policy adopted: March 11, 2003
Policy revised: November 14, 2006
Policy revised: June 8, 2010

Colchester Public Schools
Colchester, Connecticut

Colchester Public Schools
Consent to Bring Live Animal(s) Into School/Classroom

Teacher Name: _____

Grade: _____ School: _____

Type of Animal(s) Requested in School _____

Date(s) Animal(s) will be in School: _____

Location of Animal(s) in School: _____

Attach proof of appropriate/current rabies vaccination.

_____ _____
Teacher Signature Date

Step I: Submit to School Nurse for Consent:

I have received the health records of the students who will be in contact with the animal(s) specified in the request.

____ There are no known student accommodations which must be made for health reasons.
____ There are student(s) which require accommodations.
(Nurse to attach specifications)

_____ _____
Nurse Signature Date

Comments: _____

Step II: Submit to School Administrator for Consent:

____ Proof of appropriate/current rabies vaccination certificate attached.

____ Consent Granted

____ Consent Denied

Reason: _____

Return Copy to Teacher Original Retained in Office File

Regulation adopted: January 9, 2007 Colchester Public Schools
Regulation revised: June 8, 2010 Colchester, Connecticut

Instruction

Drugs, Tobacco, Alcohol

Since the use of these harmful agents may have a deleterious effect on the health and welfare of the users, and causes far reaching detrimental consequences to the users, their families, and society, the Board of Education desires that every effort be made by all staff members to reduce the chances that students will begin or continue use of such harmful drugs, tobacco and alcohol.

The professional staff shall become more aware of the problem, and become more expert in recognition of the symptoms of such use. Annually, the effect of alcohol, of nicotine or tobacco and of drugs on health, character, citizenship, and personality development shall be taught to all students in all grades and, in teaching such subjects, textbooks and such other materials as are necessary shall be used.

It is desired that the administration make use of in-service training sessions for both certified and non-certified staff to achieve the goals of this policy, and that full cooperation with community agencies be given wherever such cooperation can be advantageous to the students.

In the face of overwhelming evidence that smoking and exposure to smoke is a health hazard, in keeping with the teachings of our school curriculum, in an attempt to further deter and prevent smoking, and because the Colchester Board of Education is committed to maintaining high health standards within its domain, the Colchester Board of Education institutes the following policy:

1. Smoking is prohibited in school buildings at all times.

2. Smoking is prohibited on school grounds at all times.

3. Possession of tobacco products by students is prohibited in school buildings and on school grounds at all times.

(cf. 5131.6 - Drugs, Tobacco, Alcohol)

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study
10-19 Effect of alcohol nicotine or tobacco and drugs to be taught.
10-19a Superintendent to designate substance abuse prevention team.
10-19b Advisory councils on drug abuse prevention.
10-220 Duties of boards of education.
10-221(d) Boards of education to prescribe rules.

Policy adopted: March 11, 2003

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Instruction

Acquired Immune Deficiency Syndrome (AIDS)

Education is the best way to prevent the spread of AIDS, and through learning the facts about AIDS, students are better able to make decisions which will keep them healthy and even save their lives. Various school district curricula, including health curricula, science curricula, and social studies curricula among others shall include information on AIDS – both its cause and prevention.

Students will be exempt from instruction on Acquired Immune Deficiency Syndrome upon written request of the parent or guardian in accordance with state statutes.

Legal Reference: Connecticut General Statutes

10-19(b) AIDS education

Policy adopted: March 11, 2003
Policy revision: June 14, 2011

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Students

Special Education

Individuals with Disabilities Education Act Compliance

The Colchester Board of Education will, in all respects, comply with the Individuals with Disabilities Education Act, 42 U.S.C. § 1400 *et. seq.* ("IDEA"), and its associated regulations, as well as applicable state law and regulation, as they may be amended from time to time, with regard to the identification, evaluation and provisions of special education programs for eligible students. The Director of Pupil Services and Special Education is directed to develop and maintain appropriate procedures with regard to such compliance.

Legal References:

Individuals with Disabilities Education Act, 42 U.S.C. § 1400, *et seq.* (IDEA)
Conn. Gen. Stat. 10-76a *et. seq.*

Policy adopted: May 14, 2013

Colchester Public Schools
Colchester, CT

HOME SCHOOLING POLICY

The Colchester Board of Education (the "Board") considers that the most appropriate educational setting for the majority of students is within a formal school structure.

Rights and Responsibilities of Parents/Guardians:
Nonetheless, the Board acknowledges the right of parents and/or legal guardians to instruct their children at home as an alternative to public schooling. The Board recognizes state law and Connecticut State Board of Education policy and guidance relating to home instruction. Accordingly, school-age children who are Colchester residents can be excused from the statutory requirement to attend school if the child's parent or guardian notifies the school district that the child is receiving home instruction. Parents or guardians must file a Notice of Intent form (Appendix A) annually with the Superintendent of Schools acknowledging that the parent or guardian is taking full responsibility for the education of their child in accordance with CT State Department of Education policy and guidelines. Upon receipt of such notification, the Superintendent of Schools will send the parent an acknowledgment in writing of receipt of the form.

Dual Enrollment Requests:
Due to practical difficulties and concerns regarding equitable treatment of students, the Board does not operate a hybrid home instruction/formal school program. As such, the Colchester Public Schools shall not provide any educational services, including special education or related services, to a child who is not enrolled in the Colchester Public Schools except for those services required by law. Participation in Colchester Public School activities and programs including but not limited to, athletic teams, extracurricular clubs and programs, is restricted to students enrolled in the Colchester Public Schools. These programs and activities are not open to non-students.

Placement of Home School Students Enrolling in Colchester Public Schools:
The school principal, in consultation with the members of the school's instructional team, will make the decision about the students' grade and/or course level placement based on the student's performance on district assessments and/or universal screening tools. The principal will also review and consider any current standardized student assessment results provided by the parent/guardian. The final decision for grade and/or course level placement will be made by the school principal.

Award of High School Credit for Home Instruction:

1. Course credit: Normally, the Board will not grant Bacon Academy course credit for courses taken in home instruction. The Superintendent is authorized to grant exceptions to this general rule if all of the circumstances identified below are met. The burden of proof will be on the part of the parent/guardian.
    a. such exception is recommended by the Bacon Academy Principal, Director of Guidance and the District's Director of Teaching and Learning; and
    b. the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements; and
    c. one of the following conditions is met:
        i. the student has successfully completed online coursework from an accredited institution in accordance with applicable Board policy, or
        ii. the student has successfully completed the coursework provided through a home instruction program that is accredited by one of the following regional accrediting agencies: New England Association of Schools and Colleges, Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, or Western Association of Schools and Colleges, or
        iii. the student has achieved a passing grade on a subject areas proficiency examination identified and approved by the State of Connecticut Commissioner of Education.

    Credits will only be awarded to students enrolled at Bacon Academy.

Award of Diploma:

The Board will not award high school diplomas to students who are not enrolled students at Bacon Academy.

Legal Reference: Connecticut General Statutes
10-184 Duties of Parents
10-184a Special Education programs not required for children in home or private schools
10-220 Duties of Boards of Education

ADOPTED: January 11, 2000
REVISION: May 27, 2014
REVISION: January 23, 2018 **(Replaces Policy 6172.3)**

CPS

Instruction

Title I Parent Involvement

The Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's schooling.

Pursuant to federal law, the District will develop jointly with, agree on with and distribute to parents of children participating in the Title I program a written parent involvement policy.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement.

In addition to the required annual meeting, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

Each school in the District receiving Title I funds shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting State standards.

Instruction

Title I Parent Involvement

The "School-Parent Compact" shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's academic achievement standards;

2. Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extra-curricular time; and

3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

(cf. 1110.1 – Parent Involvement)
(cf. 6161.3 – Comparability of Services)

Legal Reference: Improving America's Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans.

Improving America's Schools Act (IASA), P.L. 103-382.

PL 107-110, "No Child Left Behind Act of 2001," Title I– Improving the Academic Achievement of the Disadvantaged, Sec. 1118.

Policy adopted: June 8, 2004

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Instruction

District-Level Parental Involvement Compact

This District-Level Compact provides an understanding of the joint responsibility of the District and parents/guardians to improve student's academic achievement and school performance. To the end, the District provides opportunities for parents'/guardians' involvement at the District level through the:

1. The School Family Community Partnership Committee involves parents in the development of a District plan to assist all children, including low-achieving children, in meeting challenging academic standards by:

   - Acknowledging that parent involvement is crucial to student academic success.
   - Meeting to develop a District plan/policy.
   - Designing an annual evaluation instrument.
   - Communicating the District plan to all stakeholders.
   - Reviewing the plan annually.

2. Provision of coordination, technical assistance and other supports to assist schools in planning and implementing parent involvement activities to improve student academic achievement and school performance by:

   - Reducing barriers that prevent parent involvement.
   - Identifying resources available for schools to encourage parental involvement.
   - Collaborating with the community at-large.
   - Establishing and maintaining two-way communication in languages that parents can understand.
   - Providing guidelines for involvement, e.g. volunteering.
   - Insuring alignment and consistency among the policy, district plan and school compact.

3. Building schools' and parents' capacity for involvement by:

   - Educating the parents regarding the importance of parent involvement.
   - Providing early outreach to children prior to school entrance.
   - Incrementally introducing parents to the workings of the school system.
   - Communicating District expectations around student achievement through a variety of learning opportunities that include such topics as State and local academic standards and assessment.
   - Providing help that enables parents to work with their children to improve achievement.

Instruction

District-Level Parental Involvement Compact (continued)

4. Coordination and integration with other programs such as preschool programming by:

   - Maintaining representation on the task force from Human Services, preschools and other programs.

5. Annual evaluation with the involvement of parents/guardians, of the content and effectiveness of the parents/guardians involvement policy in improving the academic quality of all schools (including those served under Title 1), including identifying barriers to greater participation by parents/guardians in activities authorized by this section (with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use of the findings of such evaluation to design strategies for more effective parents/guardians involvement, and to revise, if necessary, the parents/guardians involvement policies described in this section by:

   - Evaluating the effectiveness of the content and communication methods through a variety of methods, including: focus groups, surveys, workshops and informal coffees with District and building administrative staff, parents/guardians and teachers.
   - Identifying barriers to effective evaluation by language support or other assistance as needed.
   - Identifying potential policy and compact changes to revise and improve program(s).

6. Involvement of parents in all schools, served by Title I, by:

   - Developing with parent/guardian involvement a School-Level Parent Involvement Compact for each school.
   - Setting forth in the School-Level Compact the roles and responsibilities at each school of administration, staff, parents/guardians and community in the area's of parenting skills, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

6172.6P

INSTRUCTION

VIRTUAL/ONLINE COURSES

The Board of Education believes that education through online courses is an alternative and effective means of instructing students. In accordance with Board of Education Policy 6141.32, the Board of Education wants all students by the end of grade 12, to be independent, competent, responsible, and confident users of information and technology. Students must also be able to apply technology related skills to acquire knowledge, collaborate with others, communicate ideas, solve problems, create, innovate, and pursue personal interests. Therefore, it is the District's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals use technology in the workplace and in other real-life settings. The Board views online coursework as satisfying this mission.

A virtual school is hereby defined as an educational organization that offers online courses at various grade levels through Internet or web-based methods. These schools can offer courses to enhance, supplement, or enrich the existing curriculum, and can also provide an alternative means of instruction. Online learning does not require the student to be physically present in the same location as the instructor or other students.

Online courses provided by virtual schools will be part of Colchester Public Schools educational program delivery system to increase accessibility and flexibility in the delivery of instruction. In addition to regular classroom-based instruction, students in the District may earn credit through virtual schools provided by online courses.

In order to earn credits in meeting the requirements for high school graduation through the successful completion of online coursework, the Board, in compliance with C.G.S. 10-221a (17) shall ensure, at a minimum, that (a) the workload required by the online course is equivalent to that of a similar course taught in a traditional District classroom setting, (b) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education and District and, where appropriate, (c) the online course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (d) the program of instruction for such online coursework is planned, ongoing and systematic, and (e) the online

courses are (1) taught by teachers who are certified in the state or another state and have received training on teaching in an online environment, or (2) offered by institutions that are accredited by the Department of Higher Education or regionally accredited.

The Board of Education recognizes students may benefit from online courses provided by virtual schools to assist students in obtaining credits necessary to earn a diploma, to maintain academic standings, or to provide enrichment for those who might require special courses. Whereas the District will integrate online courses as part of the regular instruction provided by a certified teacher for students in grades 9-12, it will not use online courses provided by virtual schools as the sole medium for instruction in any required subject area.

(cf. 6141.321 - Computers: Acceptable Use of the Internet)

(cf. 6141.1 - Independent Study)

(cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies and procedures.

10-221a High school graduation requirements. (as amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses, Other Subject Areas) and P.A. 10-111, An Act Concerning Education Reform in Connecticut.

POLICY ADOPTED: March 8, 2011
REVISED: December 13, 2011
REVISED: June 9, 2020

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

6172.6R

INSTRUCTION

VIRTUAL/ONLINE COURSES

Review Committee

The Superintendent shall establish a committee to review all online courses prior to use by the District. This committee will consist of the Director of Teaching & Learning, a school administrator, a school counselor, and a teacher. Courses reviewed and approved by this committee will be added to the Program of Studies and made available during spring course registration. The administration reserves the right to place a cap on the number of available seats for enrollment for any online course.

High school students may earn a maximum of two (2) units of academic credit to be applied toward graduation requirements by completing online courses through agencies approved by the review committee unless the Principal waives that provision in writing stating the reasons why, citing whatever circumstances that have caused this waiver.

Requests for New Online Courses

Students applying for permission to take an online course that is not yet included in the Program of Studies will do the following:

Request – The student and parent/guardian shall submit a written request for approval to the principal. The request shall include:

A. A course description, course objectives, performance criteria, the name of the sponsoring institution, and a complete cost of the course (i.e., tuition, fees, texts, etc.).
B. A statement of how the course enhances the students' overall educational program.
C. Rationale for requesting the course.

Review – The Review Committee shall review the request in a timely manner. The Committee shall consider the following:

A. Course content, rigor, assessment method, alignment with curriculum standards, and its connection to the mission of the district.

B. Student completion of any necessary prerequisites.
C. Student maturation, readiness and other related factors.

Notification – The administration shall notify the parent/guardian in writing of the Committee's decision in a timely manner.

A. The notification shall be included in the student's record.
B. If approved, the notification shall include expectations for course completion including student monitoring and expected completion date.
C. If approved, the notification shall include expectations for completing state/District assessments aligned to Board approved curricula.

Record – The school shall maintain a record of the completion of online courses in the student's record.

A. The school must receive an official record of the final grade in the online course from the virtual school.
B. The final grade in the approved online course shall be recorded on the transcript.
C. The final grade in the approved online course shall not be factored into the student's grade point average and class rank.

Tuition and Fees

The cost for an online course that is included in the Board approved Program of Studies or approved by the review committee shall be borne by the District for students who are enrolled in the Colchester Public Schools.

Student Expectations and Support Services

Upon enrolling in an online course for the first time, students shall work with the faculty to develop an online learning plan that includes, at a minimum, a schedule for participation and progress goals.

Students enrolled in an online course shall adhere to attendance requirements and the District code of conduct to include rules of behavior and consequences for violations.

Through its policies and/or supervision plan, the school shall be responsible for providing appropriate supervision and monitoring of students taking virtual courses.

Students will have access to sufficient library media resources such as a "virtual library" available through the World Wide Web, laboratory facilities, technical assistance, and hands-on training and information.

Evaluation

The District will evaluate the educational effectiveness of online courses and the teaching/learning process to include assessments based on state/District curriculum standards as well as student satisfaction. The District will use this evaluation to decide whether to continue or discontinue offering an online course.

(cf. 6141.321 - Computers: Acceptable Use of the Internet)

(cf. 6141.1 - Independent Study)

(cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies and procedures.

10-221a High school graduation requirements. (as amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses ,Other Subject Areas) and P.A. 10-111, An Act Concerning Education Reform in Connecticut,

REGULATION ADOPTED: March 8, 2011
REVISED: December 13, 2011
REVISED: June 9, 2020

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut

Instruction

Homebound Instruction

Home instruction shall be a teaching service available to students who are unable to attend school for medical and/or mental health reasons for a period of two weeks or longer as diagnosed by physician, psychiatrist or Planning and Placement Team. The purpose of home instruction shall be to help students to keep up with their work even though unable to attend school because of their disability.

Home instruction may also be provided for those students who have been excluded from regular school attendance for disciplinary reasons.

Legal Reference: Connecticut General Statutes

10-76d. Duties and powers of Boards of Education to provide special education programs and services.

10-233a et sec. Exclusion.

Policy adopted: March 11, 2003

COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut